



**“A COMPARATIVE STUDY ON THE EFFECTIVENESS OF
THINK PAIR SHARE (TPS) AND LISTEN READ DISCUSS (LRD)
STRATEGIES IN THE TEACHING OF READING FOR THE
NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL”**

**(An Experimental Research in SMP N 19 Tegal in the Academic Year
of 2020/2021)**

RESEARCH PROJECT

**Submitted as Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**

By

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APPROVAL

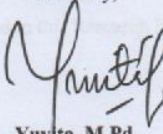
This research project proposal entitled "*A Comparative Study On The Effectiveness Of Think Pair Share (TPS) And Listen Read Discuss (LRD) Strategies In The Teaching Of Reading For The Ninth Grade Students Of Junior High School*" has been examined and decided acceptable by the Board of Examiners of English Department of Teacher Training and Education Faculty, Pancasakti University Tegal on:

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
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STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

I state that my research project entitled "*A Comparative Study On The Effectiveness Of Think Pair Share (TPS) And Listen Read Discuss (LRD) Strategies In The Teaching Of Reading For The Ninth Grade Students Of Junior High School*" is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 29th December 2020
The writer,



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MOTTO AND DEDICATION

MOTTO

**“Success is not counted by how big you have climbed but hy how
many people you brought with you”.**

(Wil Rose)

DEDICATION

This Final Project is dedicated with affection, love and gratitude to :

- ❖ My beloved parents. (Saryad & Dwi Woro Hendriani)
- ❖ My sister (Elfa Aizah Arum Pangestika & Frischa Indah Nurwulan Oktariani)
- ❖ All my friend

PREFACE

In the name of Allah The Beneficent and The Merciful. All praises to Allah, the Lord of the Universe, who gives the writer guidance and strength so that the writer could complete this research project entitled “A Comparative Study On The Effectiveness Of Think Pair Share (TPS) And Listen Read Discuss (LRD) Strategies In The Teaching Of Reading For The Ninth Grade Students Of Junior High School”. Then peace and blessing be upon the Prophet Muhammad SAW, the man who had brought us from the darkness into enlightenment.

This research project is presented to the English Department of the Faculty of Teacher Training and Education, Pancasakti University Tegal as partial fulfillment of the requirements for the degree of *Sarjana Pendidikan*(S1). Besides that, this research project is also conducted as a guide for everyone who wants to improve his English Teaching.

The writer consider that this research project can be finished because of guidance and advice from several parties. Therefore, in this occasion the writer would like to give her gratitude to:

1. Prof. Dr Fakhrudin, M.Pd, as the Rector of Pancasakti University Tegal.
2. Dr. Suriswo, M.Pd, as the Dean of the Teacher Training and Education Faculty, Pancasakti University Tegal.
3. Yuvita, M.Pd, as the Head of English Department, the Faculty of Teacher Training and Education, Pancasakti University Tegal.
4. Drs. J.C. Sutoto Pradjarto, M.Pd, as the first Advisor for the advice, guidance, patience, correction, suggestion, and information from beginning to completion on this research project.
5. Endang Sulistianingsih, M.Pd, as the second Advisor who has given the guidance, correction grammar, and information in writing this research project.

6. All lecturers of English Department of Pancasakti University who have taught and given a lot of knowledge to the writer whose names cannot be mentioned one by one.
7. The Headmaster of SMP N 19 Tegal in Academic Year 2020/2021 who has given the writer an opportunity to do the research.
8. Supriyati, S.Pd, as the English teacher of SMPN 10 Tegal who has helped the writer in doing research in SMPN 19 Tegal.
9. All Class IX of SMP N 19 Tegal in the Academic Year of 2020/2021 who have become sample of this research.
10. All people who cannot be mentioned one by one who have helped the writer.

May Allah, The Almighty bless them all. Finally, the writer realizes that this research project is still far from being perfect. Therefore, criticism and suggestion are needed to make this research project better. Then, the writer hopes that this research project can be useful for language teaching development.

Tegal, December 2020

The Writer

ABSTRACT

LINTANGSARI ARDHIYANI, DWI. 2020. 1616500013: “A *Comparative Study On The Effectiveness Of Think Pair Share (TPS) And Listen Read Discuss (LRD) Strategies In The Teaching Of Reading For The Ninth Grade Students Of Junior High School*”. Research Project. Strata 1 Program, Faculty of Teacher Training and Education, Pancasakti University Tegal. The first Advisor is Drs. JCS. Pradjarto, M.Pd and the second Advisor is Endang Sulistiyarningsih, M.Pd.

Key Words : *Think Pair Share (TPS), Listen Read Discuss (LRD), Teaching of Reading*

The purpose of this study was to see which is more effective between Think Pair Share (TPS) and Listen Read Discuss (LRD) to be used in reading alarms for class IX SMP N 19 Tegal in the academic 2020/2021.

Based on the review of related theories and theoretical framework, the research hypothesis is proposed as follows : “There will be significant difference in English reading achievement between TPS and LRD group for the seventh grade students of SMPN 19 Tegal in academic year 2020/2021”.

The population in this research is all ninth grade students of SMPN 19 Tegal in the first semester of the 2020/2021 school year with a total of 308 students. The sample of this study was taken 64 students using the Cluster Random Sampling technique. The sample was divided into two groups, Group one consisted of 32 students as a Think Pair Share (TPS) group and group two consisted of 32 students who were taught using the Listen Read Discuss (LRD) strategie.

The writer uses a reading test as a research instrument. . The type of the test is multiple choice tests with four options To know the validity of the instrument, the writer had tried the instrument by giving tests to 30 students outside the Think Pair Share (TPS) group and the group (LRD) who had the same level of ability.

The data analysis from this study was tested using the t-test. The result of the t-test calculation is 1,880. While the value of the t-table at 62 degrees of freedom at the 5% significant level is 1.670. Therefore, the t-test is higher than the t-table ($1,880 > 1,670$). This means that there is a significant difference between the Think Pair Share (TPS) group and the Listen Read Discuss (LRD) group. Thus the research hypothesis is accepted.

ABSTRAK

LINTANGSARI ARDHIYANI, DWI. 2020. 1616500013: “*Study Banding Keefektifan strategi Think Pair Share (TPS) dan Listen Read Discuss (LRD) dalam Pengajaran Membaca bagi siswa kelas IX Sekolah Menengah Pertama*” Skripsi. Program Strata 1, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal. Pembimbing pertama adalah Drs. JCS. Pradjarto, M.Pd, dan Pembimbing kedua adalah Endang Sulistyaningsih, M.Pd.

Kata Kunci : *Think Pair Share (TPS), Listen Read Discuss (LRD), Pengajaran Membaca*

Tujuan penelitian ini adalah untuk mengetahui manakah yang lebih efektif antara Think Pair Share (TPS) dan Listen Read Discuss (LRD) untuk digunakan dalam pengajaran Reading untuk kelas IX SMP N 19 Tegal tahun ajaran 2020/2021.

Berdasarkan landasan teori dan kerangka teoritis, maka hipotesis penelitian ini dirumuskan sebagai berikut : “di duga akan ada perbedaan yang signifikan dalam prestasi membaca bahasa Inggris antara kelompok Think Pair Share (TPS) dan Listen Read Discuss (LRD) untuk kelas IX SMP N 19 Tegal tahun ajaran 2020/2021

Populasi dalam penelitian ini adalah seluruh siswa kelas sembilan SMPN 19 Tegal semester satu pada tahun pelajaran 2020/2021 dengan jumlah siswa 308. Sample penelitian ini diambil 64 siswa dengan menggunakan teknik Cluster Random Sampling. Sampel dikelompokkan menjadi dua kelompok, Kelompok satu terdiri dari 32 siswa sebagai kelompok Think Pair Share (TPS) dan kelompok dua terdiri dari 32 siswa yang diajar menggunakan teknik Listen Read Discuss (LRD).

Penulis menggunakan tes membaca sebagai instrumen penelitian. Tes berbentuk pilihan ganda dengan empat jawaban pilihan jawaban. untuk mengetahui validitas instrumen, penulis menguji coba instrumen dengan memberikan tes kepada 30 siswa diluar kelompok Think Pair Share (TPS) dan kelompok (LRD) yang mempunyai level kemampuan setara.

Data analisis dari penelitian ini diuji menggunakan t-test. Hasil dari perhitungan t-test adalah 1,880. Sedangkan nilai dari t-table pada derajat kebebasan 62 pada taraf signifikan 5% adalah 1,670. Oleh karena itu, t-test lebih tinggi dari pada t-table ($1,880 > 1,670$). Hal ini berarti ada perbedaan signifikan antara kelompok Think Pair Share (TPS) dan kelompok Listen Read Discuss (LRD). Dengan demikian hipotesis penelitian diterima.

Kesimpulan penelitian ini adalah bahwa penggunaan Listen Read Discuss lebih efektif untuk digunakan dalam pengajaran membaca untuk kelas IX SMPN 19 Tegal tahun ajaran 2020/2021.

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CHAPTER I

INTRODUCTION

This chapter describes background of the problems, identification of the problems, limitation of the problems, statements of the problems, objectives of the research, and significances of the research.

Background of the Problem

In learning English, students are expected to master four language skills, namely reading, writing, speaking and listening. Among the four skills, reading skills are something that is no less important to learn because by reading students will gain knowledge. There is a quote which states that reading is a window to the world. This means that through reading students can obtain in-depth knowledge and other information they need. According to (Carl, 1999) Reading is the ability to extract meaning from a printed page and interpret this information appropriately.

In fact, many students, from elementary school students to university students, still consider English to be the most difficult and boring subject. These factors make students unable to master English well. Many students find these four basic skills difficult, but in many cases, reading is the most difficult skill to master. Reading actually serves to identify problems in a passage. (Hasanah, 2016) There are two reasons why students are weak in reading. First, students are less efficient reading because they don't read books. In other words, if students

rarely read, they may experience problems with vocabulary mastery. Second, students cannot use context clues to guess the meaning of a word. If students come across difficult words, they tend to ignore them, and this scares them and stops reading them.

The factor that created the above problem is because students do not speak English outside the classroom, consequently they do not have the ability to express their ideas in English. Another factor that influences students' reading skills is the teaching and learning process. Some teachers who teach reading still use old methods and strategies. Their teaching style is teacher-centered, so students do not have the opportunity to share their ideas with their friends. Their classroom environment is not interesting because there is no discussion during the teaching and learning process (Hasanah, 2016)

According to the writer's observation, students of SMPN 19 Tegal have the characteristics of weak English reading ability so that it affects the achievement value of low English reading ability. the ability to cooperate with students is also not so good that students are afraid to express their opinions. In this issue, the writer wants to do research on the problems of the ninth grade students of SMPN 19 Tegal by applying the Think Pair Share (TPS) and Listen Read Discuss (LRD) strategies. The author takes these two strategies because these two strategies have abilities that can affect the improvement of reading skills and implement good cooperative strategies so that students of SMPN 19 Tegal can express their opinions with confidence.

In teaching, teachers rarely use cooperative learning models. The teacher only requires the students to listen to the teacher's explanation and then let the student do their assignment. They do not have the opportunity to discuss topic with their friends, which is why students with low ability students tend to ignore the lesson because they do not understand and when they ask the teacher, they feel ashamed of their friends. However, when the teacher in a pair or group, students will find it easier to ask their friends in the group without feeling shy anymore.

According to Richardson Listen Read Discuss (LRD) is a comprehension strategy that builds students "prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing". This strategy can help the students synthesize the author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read.

From all the models in cooperative learning the researcher decided to choose Think-Pair-Share and Listen-Read-Discuss to help students overcome their problem in reading because both strategies are expected to be able to enhance students' reading comprehension. Therefore, the researcher decided to choose both strategies to enhance students' reading comprehension.

Think-Pair-share is a strategy that encourages the students to think personally and give the students time to discuss in pairs so that they have a chance to help each other during the discussion then share their ideas in class as a whole so that all students can listen to their friends and get new knowledge. As Ridwan

(2016) said that Think-Pair-Share strategy can be used to enhance reading comprehension because it requires students to think about what they will share, then ask them to have a discussion. The teacher gives students time to think, discuss with their partners, and ask them to share their ideas to create more important information. This strategy provides an opportunity for all students to share and express their ideas with other students. This increases their sense of involvement in learning activities in a more challenging class.

Based on explanation above, it can be concluded that Think Pair Share (TPS) and Listen Read Discuss (LRD) is one of cooperative learning that can help the students anxiety in solving the problems because they are grouped first to solve the problem and the last is working by themselves.

In this case, the writer tried to compare teaching strategies between Think Pair Share (TPS) and Listen Read Discuss (LRD) strategy for the last grade students of Junior High School in SMP N 19 Tegal the academic year of 2020/2021.

Why did the writer choose the Think Pair Share (TPS) and Listen Read Discuss (LRD) strategy to compare? Because the both of these strategies designed to educate group cooperation and interaction between students or can be called cooperative learning. But the two strategies have differences at the beginning of learning. If Think Pair Share (TPS) strategy, students are required to think when the teacher asks questions about the material to be studied. Meanwhile Listen Read Discuss (LRD), students were asked to listen to the teacher explain the

material then the students thought and discussed with their groups. So the writer wants to know which learning is more effective between groups of students who must think first or groups of students who are explained by the teacher first.

Identification of the Problem

Based on the background of the problem above, the writer identifies the problem as follows:

- 1) Is using of Think Pair Share (TPS) strategy effective in the teaching of reading?
- 2) Is using of Listen Read Discuss (LRD) strategy effective in the teaching of reading?
- 3) Is there any significant difference on the students' reading achievement between two groups of students who are taught by using Think Pair (TPS) Strategy and those who are taught by using Listen Read Discuss (LRD) strategy?

Limitation of the Problem

Based on the background of the study above, the writer only focused on the implementation of Think Pair Share (TPS) strategy and Listen Read Discuss (LRD) strategy in the teaching of reading, and to find out whether there is significant difference on the students' Reading achievement between two groups of students' who are taught by using Think Pair Share (TPS) strategy and those who are taught by using Listen Read Discuss (LRD) strategy.

Statement of the Problem

Based on the limitation of the problems above, the statement of the problem could be stated as follow: “Is there any significant difference in English reading achievement between students who are taught by Think Pair Share (TPS) and students who are taught by Listen Read Discuss (LRD) strategy?”

Objectives of the Research

Based on the statement of the problem which was written above, the objective of the research is as follows :

1. To find out how Think Pair Share (TPS) is implemented in the teaching of reading for the ninth grade students of junior high school, and its effects on students' reading achievement?
2. To find out how Listen Read Discuss (LRD) is implemented in the teaching of reading for the ninth grade students of junior high school, and its effects on students' reading achievement?
3. To find out which strategies is more effective between Think Pair Share (TPS) and Listen Read Discuss (LRD) strategy in the teaching of reading for the last-grade students of SMP N 19 Tegal in academic year 2020/2021.

Signification of the Research

The writer hopes this research will be useful in developing the students' reading mastery. This study has two kind significances. They are practical and theoretical significances.

a. Theoretical Significances

This research can give information for everyone who expect to increase students' reading quality by using new strategies it also gives an understanding about Think Pair Share (TPS) strategy and Listen Read Discuss (LRD) strategy.

b. Practical Significances

Practically, this study has benefit not only for the students and the teacher but also the researcher itself.

1. For Students

- a. This research is going to be helpful for students in improving their reading ability

2. For Teachers

- a. The teacher will get new ideas in the teaching of reading
- b. It also can be used as reference for the teacher to improve their ability in teaching English.

3. For Researchers

- a. It can be used as the reference for the researchers with the same study. It gives the writer new knowledge about Think Pair Share (TPS) and Listen Read Discuss (LRD) strategy.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK, AND HYPOTHESIS

In this chapter, the writer describes three parts. First, the writer describes about some related theories on speaking and hand puppets as media. Second, the writer describes about theoretical framework. The last, the writer describes about hypothesis.

A. Previous Studies

In the previous studies, the writer presented the previous studies which have been in the different research of Think Pair Share (TPS) and Listen Read Discuss (LRD) strategy. The writer has selected two theses as her previous study. The first thesis is written by (Arifin, 2019). The purpose of her research was to find out the effectiveness of using Listen-Read-Discuss and Think-Pair-Share strategies and to identify which strategy Listen-Read-Discuss or Think-Pair-Share is more effective to enhance the students' reading achievement of recount text. This study is a quantitative research method using comparative design by using pre-test and post-test. It was conducted at SMAN 4 Luwu. Population of this research was the second grade students with the total population was 320. The sample was taken by purposive sampling to get the data, the total number of sample was 64 (32 students in XI IPA1 was taught by using Listen-Read-Discuss strategy and 32 students in XI IPA2 was taught by using Think-Pair-Share strategy). The instrument used for this research was a reading test, which

contained of 30 multiple-choice questions. The result of this study showed that after using Listen-ReadDiscuss and Think-Pair-Share strategy the p.value (sig) = $0.11 > \alpha (0.05)$. Based on the mean score there is no significant differences in the students' reading achievement by using Listen-Read-Discuss and Think-Pair-Share strategies. Therefore, it is concluded that the Listen-Read-Discuss and Think-Pair-Share were effective to enhance the students' reading achievement of recount text. But Listen-Read-Discuss strategy is more effective than Think-Pair-Share strategy on enhance the students' reading achievement.

The second thesis is written by (Tampubolon & Panjaitan, 2019). The purpose of this study is to find out if there is any significant difference in students' reading comprehension enhancement between those who were taught using Listen-Read-Discuss strategy and those who were taught using Think-Pair-Share strategy. This study is a quantitative research method using comparative design by using pre-test and post-test. This study was designed to find out the answer of the following question: Is there any significant difference on students' reading comprehension enhancement between those who were taught by Think-Pair-Share strategy and those who were taught by Listen-Read-Discuss strategy. The sample of this study were two classes of grade VIII SMPN 10 Cimahi, Bandung. Grade VIII F were taught using Think-Pair-Share and grade VIII were taught using Listen-ReadDiscuss. The instrument used for this study was a reading comprehension test, which contained of 39 multiple-choice questions. The result of this study showed from the mean score that both classes had an enhancement in their reading comprehension. In addition, there was no significant

difference between those who were taught using TPS and those who were taught using LRD strategy. However, it meant that both strategies were efficient in enhancing students' reading comprehension.

From the two previous studies above, there are some differences, the first difference is research subject, the research subject of the first previous study are senior high school students, and the research subject of the second previous study are junior high school students. The second difference between the two previous study is the result of the research. the first research concludes that LRD that more effective than TPS in the teaching of reading, and the second research concludes that there is no significant difference between TPS and LRD in the teaching of reading. Both of the previous studies use the same research method, sampling technique, and also technique of analyzing data.

Review of Related Theories

1. General Concept of Think Pair Share

a. The Nature Of TPS

Think-pair-share strategy is a strategy designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. Lyman, 1987 state that this strategy is a learning strategy developed to encourage student classroom participation. The think-pair-share strategy is a cooperative discussion strategy to help students work in group. In applying this strategy, the teacher poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think

through an appropriate response .The students can share their ideas that appear in their minds as the responses to the teacher ' questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, student's responses can be shared within a four-person learning team, (as cited of (Usma, 2015) journal).

b. The Procedure of Think Pair Share (TPS)

Before introducing TPS strategy to the students, teacher should decide a target for this lesson.Below is TPS strategy procedure.

- 1) Decide upon the text to be read and develop the set of questions or prompts that target key content concepts.
- 2) Describe the purpose of the technique and provide guidelines for discussions.
- 3) Model the procedure to ensure that students understand how to use the technique.
- 4) Monitor and support students as they work through the following:

T (Think) : Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

P (Pair) : Each student should be paired with another student or a small group.

S (Share) : Students share their thinking with their partner.

Teachers expand the "share" into a whole-class discussion.

c. Advantages of TPS

According to Lyman (1981) as cited by (Usma, 2015) Think Pair Share strategy as one of the cooperative language learning models has some advantages.

They are as follow:

- 1) The Think Pair Share strategy is quick and does not take much preparation time.
- 2) The Think Pair Share strategy makes classroom discussion more productive , as students have already had an opportunity to think about their ideas before sharing with the whole class.
- 3) Students have opportunity to learn higher-level thinking skills from their peers, and gain self confidence when reporting ideas to the whole class.
- 4) The “pair” step ensures that no student is left out of discussion.
- 5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk.
- 6) Both students and teacher have increased opportunities to think and became involved in group discussion.

7) The Think Pair Share is strategy applicable across all grade levels and class sizes. Therefore it is able to be applied to the seventh year students of SMP 3 Brebes.

d. Disadvantages of TPS

In spite of the advantages, the Think Pair Share strategy also has some disadvantages, they are as follows:

- 1) Not all students focus on the topic (question) given, because they can share everything with their partner out of the topic(question) given.
- 2) There is possibility that the students who have low understanding about the topic (the question) given likely cheat to the other pairs.

To anticipate the disadvantages are by giving the students time limitation to do the exercise given by the researcher so there is no chance for them to discuss out of the topic. The second is the researcher must be known the students reading achievement by giving pretest first. So it can be seen how many students in high and low achiever. Then, the research can divided the high and low one group.

2. General Concept of Listen Read Discuss

a. The Nature of LRD

Listen Read Discuss (LRD) strategy was developed in 1999 by Richardson. According to Richardson (1999: 10) as cited from (Ibrahim, 2006) LRD is a comprehension strategy that builds students' prior knowledge before

they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy can help the students synthesize the author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read. It is supported by some previous researcher namely Salman (2012) and Heri (2011) who found that the students who had taught by using Listen Read Discuss Strategy have higher score in reading comprehension than the students who have no taught by using Listen Read Discuss Strategy and the Listen Read Discuss Strategy gave significant effect toward students reading comprehension. According to McKenna (2002: 60), LRD strategy has been shown to increase students' science inquiry strategies, and overall text comprehension compared to control classrooms with separate science and literacy curricula and/or strategy instruction on reading alone. Particular interest in the LRD strategy research is the pivotal role that motivation, in all of its instantiations (interest and achievement motivation), plays in learning both science and literacy.

b. The Procedure of Listen Read Discuss (LRD)

Every strategy has step, LRD strategy also has step to reach the goal of learning process, LRD strategy steps can be seen:

1. Listen : The teacher presents the information to students about the text that they will be read.

2. Read : The teacher ask the students to read a text selection. The content should be similar to the material presented during the “listen” portion of the lesson.

3. Discuss : The teacher lead a classroom discussion of the material. Encourage the students to reflect on any differences between their reading of the content and the teacher presentation.

c. Advantages of LRD

There are some advantages and disadvantages of Listen Read Discuss strategy. The advantages of Listen Read Discuss strategy, they are:

1. LRD can be used for proficient or weak reader
2. It is easy to use and require little preparation
3. It helps students to comprehend the material presented orally
4. It builds students’ prior knowledge before they read a text
5. Students bring more information and enthusiasm to be post-reading discussion.
6. Students capable of reading with greater understand.
7. They have more to contribute to class discussion.
8. LRD is flexible strategy can be use across all curriculum areas with almost any text.

It can be seen that the advantages of LRD (Listen Read Discuss) strategy can build the students in reading comprehension for proficient or even to weak reader. It builds students prior knowledge before read the text, and comparing the information during they read the text. The last students will be engaged class discussion which builds their understanding of the text and improve student's confidence in class discussion.

d. Disadvantages of LRD

In addition, that is advantages of LRD strategy, there is also disadvantage of LRD strategy is difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive. It means that we can see the disadvantages about LRD the students will be confusion and difficult in to daily basis.

3. General Concept of Reading

a. The Nature of Reading

Reading is the one of skill in learning a language and it needs the mastery of some elements. Reading is an interactive process in which the reader's previous knowledge of the subject and the purpose of reading, operates to influence what is learned from the text. Reading is decoding and understanding text. Readers decode written text by translating text to speech, and translate directly into meaning

Based on theory (Thawalib & Pariska, 2015), it can be said that reading is a process of decoding and understanding a written text in which the reader's initial knowledge of the subject operates to influence what is learned from the text.

The writer concludes that the combination of information and background knowledge of the reader can help the reader to construct meaning not only in words but also in the meaning of the text. By constructing meaning, readers can understand what is being told in the text. They can also get information in text. Then, they can answer the questions on the reading text.

By reading, students gain information and build word knowledge such as word recognition, new vocabulary, and text comprehension. Knowledge of words is important for readers, especially students, to read other texts. By reading, students can find new vocabulary that students need to get information, ideas that can be used to understand text. Students also need word recognition and comprehension that helps them understand text.

According to Maharaj (2008: 13) , he states that word recognition refers to the skills the reader needs to read unknown words. This means that word recognition is an important skill in reading a text. Unknown words make students confused reading the text. Word recognition helps students to read unknown words that they find in the text by decoding and recognizing the words in the text. So, they can read and understand the text more easily.

With word recognition, students can build second language vocabulary, conversational skills, writing and reading skills. Students must be able to

recognize words quickly, precisely, and easily in order to understand and enjoy what they read. To understand the text, students must also know the understanding of the text.

Reading is one important way to improve the general language skill in English.

There are some advantages of reading:

- 1) Reading helps students learn to think in English
- 2) Reading can increase students' English vocabulary
- 3) Reading can help students improve their writing
- 4) Reading may be a good way to practice students' English if they live in a non-English speaking country,
- 5) Reading is a good way to find out about new ideas, facts and experiences.

Reading is also a process of communication between a writer and a reader. A writer has messages in his or her, such as feeling, facts and arguments he or she wants to share. The writer puts the messages into words when the messages enter their reader's mind. It means that communication happens in comprehending the context of the text, the reader must not only use eyes but also mind concentration to catch the writer's idea.

b. Developing Reading Skill

Reading comprehension skills are important for students to become effective readers (Grabe & Stoller, 2002). Reading comprehension is the ability to

understand what we read where words have context and texts have meaning. Reading comprehension skills allow us to read proficiently, learn effectively and to conceptualize. These skills are, basically, based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier reading skills, students must continually focus on decoding letters and words, rather than progressing to meaning and understanding (Grabe & Stoller, 2002). The key to developing proficient reading skills in the early years of education is an even earlier foundation in underlying language learning skills (Brewster & Ellis, 2002). Therefore, strong reading comprehension skills are viewed as being dependent on the strength of the cognitive strategies established in the early years.

c. Assessing Reading Skill

Reading, arguably the most essential skill for success in all educational contexts, remain a skill of paramount importance as we create assessments of general language ability (Brown, 2004)

Reading so natural and normal that learners should simply be exposed to written text with no particular instruction? Will they just absorb the skills necessary to convert their perception of a handful of letter into meaningful chunks of information? Not necessarily. For learners of English two primary hurdles must be cleared in order to become efficient readers. First, the need to be able to master fundamental bottom up strategies for processing separate letters, words, and phrases, as well as top-down. Conceptually driven strategies for comprehension.

Second, as part of that top down approach, second language readers must develop appropriate content and formal schemata-background information and cultural experience-to carry out those interpretations effectively (Brown, 2004:186).

The assessment of reading ability does not end with the measurement of comprehension. Strategy pathways to full understanding are often important factor to include in assessing learners, especially in the case of most classroom assessments that are formative in nature. An inability to comprehend this be traced to a need to enhance a test takers strategies for achieving ultimate comprehension. For example, an academic technical report may be comprehensible to a student at the sentence level, but if the learner has not exercised certain strategies for noting the discourse conventions of that genre, misunderstanding may occur.

As we consider a number of different types of genres of written texts. The components of reading ability, and specific tasks that are commonly used in the assessment of reading. Let's not forget the unobservable nature of reading. Like listening one cannot see the process of reading. Nor can one observe a specific product of reading. Other than observing a reader's eye movements and page turning, there is not technology that enables us to "see" sequences of graphic symbol traveling from the pages of a book compartments of the brain (in a possible bottom up process). Even more outlandish is the notion that one might be able to watch information from the brain make its way down onto the page (In typical top-down strategies). Further, once something is read-information from the written text is stored-no technology allows us to empirically measure exactly what

is lodged in the brain. All assessment of reading must be carried out by inference
(Brown, 2004:186)

A. Strategies For Reading Comprehension

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom up decoding.
- 3) Use lexical analysis(prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Gues at meaning (of words, idioms, etc.) when students aren't certain.
- 5) Skim the text for the gist and for main ideas
- 6) Scan the text for spesific information (names, dates, and key word)
- 7) Use silent reading technique for rapid processing
- 8) Use marginal notes, outlines, charts, or semantic map for understanding and retaining information
- 9) Distinguish between literal and implied meanings.

(Brown, 2004:188)

Types Of Asssessing Reading

There are four types of assessing reading and this type that is used in this research is Preceptive Reading, there are as follow:

a Perceptive Reading. In keeping with the set of categories specified for comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied.

b Selective Reading. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.

c Interactive Reading. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and the product is the product of that interaction.

d Extensive Reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purpose of assessment usually is to tap into a learner's global understanding of a text, as opposed to asking test takers to zoom in on small detail. Top down processing is assumed for most extensive tasks (Brown, 2004:189)

The four types of reading are demonstrated in figure 8.1 which shows the relationships of length, focus, and processing mode among the four

types (Brown, 2004:190) **Table 1**

Assesment of Reading

No	Aspect	Score				Total
		50	60	70	80	
1	Understanding					
2	Accuracy					
3	Delivery					

Ket:

	50	60	70	80
Understanding	Not understand	Lack of understanding	understand	Very Understand
Accuracy	Speech cannot understood	A small part can be understood	Most of it is understandable	All words can be understood
Delivery	Poor	Average	Good	Very good

Assessment

$\frac{\text{Value Obtained}}{\text{Maximum value}} \times 100\% = \text{Student's final grade}$

Maximum value

Assessment Score

No.	Abjad	Range of Number
1.	Very Good (A)	86-100
2.	Good (B)	71-85
3.	Enough (C)	56-70
4.	Less good(D)	≤ 55

d. Reading Materials for Ninth Grade Students

Based on the syllabus of the Ninth grade senior high school students in the second semester, the material which is taught focus on two genre text: Procedure text and factual report text.

1. Procedure text

What is Procedure Text? Procedure Text is one type of English text or what is commonly called a genre which shows a process in making or operating something that serves to describe how something is done through regular steps.

a) The Purpose of Procedure text

The communicative purpose of a procedural text is to provide instructions on how to do something through sequential actions or steps.

b) Generic Structure of Procedure text

The Generic Structure of the Procedure Text consists of 3 parts:

1. Goals / Objectives

In the first part of the generic structure of the procedure text contains information about the purpose of the manufacture or operator of something.

2. Materials

The second part Materials are the materials used to make something. However, not all parts of the Procedure Text contain material, sometimes the procedure text does not have a material section.

There are three types of procedural texts that do not use material, namely:

Procedural text that identifies something to work with or how to perform an instruction manual. Example: How to use video games, computers, tape recorders, faxes, etc.

Procedural text instructs how to perform certain activities unregulated. Examples: road safety rules, video game rules, etc.

Procedural text deals with nature or human behavior. Example: How to live happily, How to be successful.

c) Language Feature of Procedure text

There are several features of the Procedure Text language, such as:

1. Using imperative sentence patterns (commands), for example Cut, Do not mix, and so on.
2. Using action verbs, such as turn, put, do not, mix, etc.
3. Using conjunctions to sort out activities, such as past, temporary, and so on.
4. Using adverbials (adverbs) to reveal details of time, place, accurate manner, for example for five minutes, 2 hours, etc.
5. Using the simple present.

Example Procedure text and question.

How to Make Fruit Salad

Materials :

1. Fruits, such as red apple, grapes, a pear, banana, dragon fruit.
2. Yogurt
3. Cheese
- 4.

Tools :

1. Sharp knife
2. Cutting board
3. Grater
4. bowl

Steps :

1. First, Prepare the fruits and tools that we need.
2. Second, wash the materials and clean the tools.
3. After that cut the fruits and put all of the fruits into a bowl
4. Add yogurt suddiciently and chesee if you like.

5. The last enjoy the fruits salad directly.

Question !

1. What is the text above?
2. What ingredients do we need?
3. How many steps are there to make the dish?
4. What are the action verbs to show the steps?
5. Do you think the dish is easy to make? Why

2. Factual Report

Factual report is a report that contains facts, rather than providing a theory or personal interpretation.

a) Purpose of Factual Report

The purpose of the factual report text is to present information resulting from systematic observations and analysis.

b) Difference with descriptive text

The difference is certain language features, communicative goals and situations.

c) Language element

1) The pronouncement of singular and plural common nouns

2) Using conditional logical connection: time the words connected events to answer type.

3) written in Present tense

4) Verbs

5) Linking language / spelling and clear punctuation

6) Descriptive

7) Using technical or scientific terms

d) Generic Structure

1) General Classification

A statement that describes in general or a general description of something to be written.

2) Description

Tells about what phenomenon will be discussed more specifically, examples of its parts, behavior or habitat, or specifically describes the object or phenomenon.

Example Factual report text and question

Tornado

The word tornado comes from Spanish language and means to twist or turn. A tornado is a whirlwind produced by atmospheric conditions, mainly extremely low pressure, during a severe thunderstorm. Tornadoes usually turn counterclockwise. They appear as funnel shaped columns of violently rotating winds that reach down from a storm and touch the ground. Although a tornado is not always visible to the eye, tornadic conditions can still be picked up on radar, or the tornado may become visible once debris and dirt are pulled into it.

A tornado may also be referred to as a funnel cloud, but this is technically not a correct term. While the two words are sometimes used interchangeably, a funnel cloud is different, not in its make up, but in the fact that it does not touch the ground. Another name that is often used to describe a tornado is twister, due to

its violent twisting motion. The tornado is one of the most unpredictable and destructive forces of nature, often destroying everything in its path. A tornado is usually preceded by severe storms, which may include lightning, high winds, and frequent hail. It can change course without notice, and is usually accompanied by a roaring sound, or as some describe it, the sound of freight train.

Question

1. What does the word tornado mean? Tornado means to twist or turn
2. What is a tornado? Tornado is A tornado is a whirlwind produced by atmospheric conditions, mainly extremely low pressure, during a severe thunderstorm
3. How do tornadoes usually turn?
4. What do tornadoes look like? Tornadoes usually turn counterclockwise
5. What are the other names of tornadoes? The other name of Tornadoes is twister
6. Why is it technically not correct to refer tornadoes as funnel clouds? Because funnel clouds do not touch the ground
7. Why is a tornado described as a twister? A a tornado described as a twister due to its violent twisting motion
8. What usually precedes a tornado? A tornado usually precedes by severe storms
9. What usually accompanies a tornado? a tornado is usually accompanied by a roaring sound, or as some describe it, the sound of freight train.

10. What does the word some in the last line refer to? Some in the last line refer to People

Theoretical Framework

Based on theoretical background, it can be summarized that there is a relationship between Think Pair Share (TPS) and Listen Read Discuss (LRD) and students' reading achievement. As we know that students' reading achievement is influenced by strategy that we use in teaching English. Based on my observation, most students preferred to use their first language instead of English because they didn't master the English skill. Even though they know how much important it is to learn reading English, they still learn to read English passively. It might happen because of some factors. One of them is most teachers were using conventional technique to teach reading to the students, for example by using a text or by make a short story of the definitions written and the students need to do the drilling technique and memorizing. Other factors, students too lazy for reading text in English book.

To solve this problem, English teachers have to provide another technique to teach reading in order to make an active teaching learning process. The strategy of teaching should be easy, enjoyable, motivate, stimulate, and improve students' ability. One of learning which can be applied in English teaching cooperative learning process is Think Pair Share (TPS) and Listen Read Discuss (LRD).

TPS is a strategy designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another

student. This strategy is a cooperative discussion technique to help students work in group.

TPS will be used in the experimental group to find out whether TPS is effective to be used in the teaching of reading for the ninth grade students of junior high school of SMP N 19 Tegal in academic year 2020/2021. While control group will use Listen Read Discuss (LRD). The selection of this strategy is based on the daily activities of the teacher in the classroom.

Hypothesis

Based on the theoretical framework and related theories which have been explained above, it is predicted that there will be significant difference in English reading achievement between students who are taught by Think Pair Share (TPS) and students who are taught by Listen Read Discuss (LRD) strategy. Therefore, the hypothesis of this research is as follows: "There will be significant difference in English reading achievement between TPS and LRD group for the seventh grade students of SMPN 19 Tegal in academic year 2020/2021."

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research approach, type of research, design of research, population, sample, technique of sampling, research variables, data collecting technique, research instrument, and technique of analyzing data.

A. Approach, Type, and Design of the Research

1. Research Approach

(Creswell, 2009) explains that research approach is how a research is devised and conducted. Furthermore, in selecting the right research approach, there are several aspects that need to be taken into considerations. Those several aspects are researcher's assumption, research design and methods, and also the nature of research problems. Based on several aspects related to the study, this research has been identified as quantitative approach.

In quantitative research, objective theories are tested by examining the relationship among variables and measuring them, in turn, on instruments. Therefore statistical procedures is employed to analyzed the numerical data (Creswel, 2009:4). In this research, the writer examines the relationship between two independent variables that are "Think-Pair-Share" and "Listen-Discuss-Read", and one dependant variable that is "reading achievement". Pre-Tests and Post-Tests are employed to measure the relationship between the two independent variables and one dependant variable.

2. Research Type

In this research, the writer used experimental research. The writer wanted to know the effectiveness of Think Pair Share (TPS) and Listen Read Discuss (LRD) strategy in the teaching of reading. Then, the writer will investigate the relationships between the independent variable and the dependent variable.

3. Research Design

In this research, the writer will use two-Group design. The writer divides sample into two groups. The two groups is taken by cluster random sampling strategy. The first group is TPS group which is a group of students who are taught by using TPS strategy and the second group is LRD group which is a group of students who are taught by using LRD strategy. Both of them was taught with the same materials.

B. Population, Sample, and Technique of Sampling

a. Population

According to (Best & Kahn, 1995), A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. The writer took the population from the ninth grade students of SMPN 19 Tegal in academic year 2020/2021 which contain of 10 classes. This school is located Jl. S.A Tirtayasa, Bandung, Tegal Selatan.

Table 1

No	Class	Total
1	IX A	31
2	IX B	32

3	IX C	31
4	IX D	32
5	IX E	30
6	IX F	30
7	IX G	31
8	IX H	31
9	IX I	31
10	IX J	30
TOTAL		308

b. Sample

According to (Best & Kahn, 1995) “A sample is a small proportion of population selected for observation or analysis”. Sample is a subset of the population. Based on the population, the writer selects two classes as samples of this research. The number of first class is 30 students as experimental group which was taught by using Think Pair Share (TPS) strategy and the second class is 32 students as control group which was taught by using Listen Read Discuss (LRD) technique.

C. Technique of Sampling

In this research, the writer used cluster random sampling technique to get research sample. Sudjana (2015:73) states that cluster sampling is sample in the form of group not individual. In cluster sampling, the subject of sample is average

of a group or its unit. The writer took two classes of the total class of the ninth grade students in SMPN 19 Tegal in academic year 2020/2021

D. The Testing of the Equality of the Sample

As the sample of this research, both TPS and LRD groups was determined using equality of test. The data that are used to determine the equality of the sample is taken from the middle semester score both of the two groups by using the formula of t-ratio. In order to prove that both of the groups are equal. The writer uses t-test formula. The writer found that the value of t-ratio is 1,098 with the value of the degree of freedom 1,670. that means the value of t-ratio lower than the value of t-table. in other words the two groups of TPS and LRD are equal.

E. Research Variable

A variable is simply defined as a construct that has one or more distinct values (Scott W. and Deirdre. 2009:48). This research has two independent variables and one dependent variables. An independent variable is a variable that comes before another variable, and the independent variable has influence over a dependant variable. A dependant variable is a variable that is influence by the independent variable. In other words, any changes occur in the independent variable will also cause changes in the dependant variable (Johnson and Larry, 2014:40). the independent and dependent variables in this research are:

A. The independent variable:

1. Think Pair Share.

2. Listen Read Discuss,

B. The dependant variable:

3. Reading achievement.

F. Data Collecting Technique

According to (Creswell, 2009) Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. This step will produce a collection of numbers (test scores, frequency of behaviors) or words (responses, opinions, quotes). Marczyk, DeMatteo, and Festinger (2005:53) stated that there are some techniques to collect the data such as formal testing (psychological, educational, academic, intelligence), interviewing, global ratings, observation, and biological measures.

From all of data collecting techniques, the writer used a test to know the effectiveness of using Think Pair Share and Listen Read Discuss in the teaching of reading for the ninth grade students of junior high school. The writer collected the data from the instrumen of research that was English reading text. The text was given to the group. The writer carried out the test which is consist of 25 test item by time 60 minutes to finish. The test type is multiple choice with four alternative A, B, C, and D for each item.

In the pandemic covid-19 time, the treatments that were given to TPS and LRD groups was based on class shift system. The classs shift system only allow half of the each class to go to school, and the other half will come to school on the

next day. During the treatment or instruction, Protocol Kesehatan was obeyed strictly.

G. Research Instrument

Instrument is a tool to gather the data. In this research, the writer collected the data through a test as the instrument of research. The writer made Reading test as the instrument on multiple choice form. Total of Reading test are 35 numbers which form multiple choice. For easy category were 10 numbers, medium category were 15 numbers, and hard category were 10 numbers. The students should answer 35 number of multiple choice test and the time allocation is 60 minutes.

To measure the validity and realibility of the instrument, the writer gave reading test to other students who did not belongs to TPS and LRD group. The criteria of a good test is valid and reliable. The explanations of them are as follows:

1) Validity

According to Cohen, Manion, and Morrison (2000:105), validity is essentially a demonstration that a particular instrument in fact measures what it purports to measure, more recently validity has taken many forms. So, a test is valid if it measures what it should be measured.

Before the test is given to TPS and LRD groups, it was tried out to another students who do not belongs to those groups. In this research, the writer uses external validity to know the validity of the test. The validity test could be

measured by using the product moment. The formula of product moment is as follows:

$$R_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

In which:

- R_{xy} = Coefficient correlation of variable X and variable Y
 N = The total of subject experiment
 X = The score of the try out
 Y = The score of middle semester test (only focus on reading items)

The writer found that the value of r-test is 0,947 and the value of r-table 0,361. the interpretation of the data is that the instrument of research is valid because the value of r-test is higher than the value of r-table. ($0,947 > 0,361$)

2) Reliability

The reability of the test shows the stability of the test score when test is used. A good test should be reliable. The test reliability refers to the consistency of the test in measuring what should be measured. It means that whenever the test is used, it would give the same result. Reliability indicates the level traded of something. The writer used the correlation product moment pearson method score first sphere (x) and second sphere (y) technique to know wheter the test is reliable or not.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left\{ (N \sum x^2) - (\sum x)^2 \right\} \left\{ (N \sum y^2) - (\sum y)^2 \right\}}}$$

In which:

- r_{xy} = Index correlation between two sphere of instrument
 N = The total of subject experiment
 X = The first sphere
 Y = The second sphere

Then, to get the reliability index, the result of r_{xy} was applied in Spearman-Brown formula. The formula is as follows:

$$r_{11} = \frac{2 \times r_{\frac{1}{2} \frac{1}{2}}}{\left(1 + r_{\frac{1}{2} \frac{1}{2}} \right)}$$

In which:

- r_{11} = reliability of the instrument
 $r_{\frac{1}{2} \frac{1}{2}} = r_{xy}$ = Index correlation between two sphere of instrument

The value of r-test is 0,405 and the value of r-table 0,361. therefore the instrument of research is reliable because the value of r-test is higher than the value of r-table. (0,405 > 0.361).

H. Technique of Analyzing Data

To find out the effectiveness of Think Pair Share (TPS) and Listen Read Discuss (LRD) in teaching of reading, the writer analyzed the experimental result using T-test formula.

1. Modus

According to Sudjana (2015:138), modus is score of the data which often appears, or the highest score frequency.

2. Median

According to Sudjana (2015:138), median is the middle score of the data which limit (50% above it and 50% more below it).

3. Mean

According to Sudjana(2015:138), mean is the sum of all scores and divide by the number of students. To find out the mean of the data, the writer used the formula as follow:

$$\bar{X} = \frac{\sum X}{n}$$

In which:

\bar{X}	=	Mean
$\sum X$	=	Total score.
n	=	Number of students

4. Standard Deviation

Standard Deviation is an average of the degree it which a set of scores from the mean. Standard deviation is very useful to measure the variability of scores (Sudjana, 2015:140). According to Sudjana (2015:140), to find out the standard deviation of the data, the writer used the formula as follow:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

In which:

SD = Deviation standard N = Number of sample

\bar{X} = Mean score X = Test score

5. Variant

Variant is the number of deviation score which is obtainable with the average quadrate. The writer used the formula as follow:

$$S^2 = \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2}$$

In which:

S^2 = United Variant

S_1 = Deviation standard of group 1

S_2 = Deviation standard of group 2

N_1 = Number of sample of group 1

N_2 = Number of sample of group 2

6. T-test

T-test is used to test the differences between two means and to find out the differences from two research variables (Sudjana, 2015:149). To search the t-test of data, the writer used the formula as follow:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

t	= t-test
X_1	= Mean score of group 1
X_2	= Mean score of group 2
S	= Combined variants
n_1	= The number of group 1
n_2	= The number of group 2

The writer found that the result the data that has been obtained t-ratio is 1,880 with level of significance 5% and the degree of freedom (DF) 62, t-ratio is higher than t-table (1,880 > 1,670).)

It means that the hypothesis is accepted. Since the t-ratio was higher than the t-table, there is a significant difference in the teaching reading between students in TPS group and students in LRD group.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents about implementation and data description of Think Pair Share (TPS), Listen, Read, And Discuss (LRD) Strategy, technique of the data analysis, data analysis and the result of data analysis.

A. Data Description

The research was conducted from 14th September until 16th November 2020 during 8 meetings based on syllabus, lesson plan, and appropriate material which had been prepared before and 2 meetings for try out and final test. The writer used two group design, so there were two classes taught. In this research, the samples are taken by using cluster random sampling. The writer took 64 students from two classes that are similiar in score. Every group consist of 32 students as samples. The first group is called Think Pair Share (TPS) group and the second group is called Listen Read Discuss (LRD) group. The writer got class IX B as Think Pair Share (TPS) group and then the class IX D as Listen Read Discuss (LRD) group.

The writer taught procedure and factual report text, First the writer taught procedure text. In the first meeting the writer gave explanation about the purpose and generic structure of procedure text, then the writer explain more about procedure text. The second meeting, the writer gave explanation about lexical grammatical, how to make something and another example of procedure text. The writer gave Think Pair share (TPS) group and Listen Read Discuss (LRD) group

with the same materials. All student were to be active in class. Then, for the next two meetings the writer taught factual report text. The activity was similar with before.

After sixth meetings of treatment, the writer gave both of instruments to the sample. According to the statment in the previous chapter, the writer used reading test that was given from the samples of the research to collet data, The type of the test is multiple choice. The multiple choice test consist of 35 items that has four alternative answers (A, B, C, or D). The students have 60 minutes to do the test.

Table 2
The score of reading test of the students who were taught by using Think Pair Share (TPS) group and the students who were taught by using Listen Read Discuss (LRD) group

No	Think Pair Share Group	Score	No	Listen Read Discuss Group	Score
1	Adelia Putri	84	1	Abdul Wahid	88
2	Aditiya Prayoga	72	2	Adelia	90
3	Agus Sultoni	68	3	Ahmad Sultoni	78
4	Ahmad Rifai	76	4	Aidah Fitriyah	86
5	Aji Prasetyo	78	5	Alfian Dwi Nugroho	80
6	Andhika Gusti Pangestu	66	6	Bintang Satria Perdana	86
7	Andre Hadinata	68	7	Dwi Rizki Arianto	66
8	Anggita Novia Hapsari	88	8	Edi Wahyudi	78
9	As Shifa Qolbi Widiyanti	78	9	Elvina Nuha Sahira	80
10	Dimas Rafli Ferdiansyah	66	10	Gilbert Ardo Robberto	60
11	Dina Amalia	80	11	Haykal Nurul Hasan	90
12	Ilham Nur Arifin	68	12	Hellen Ananda Fardini	72
13	Intan Nur Agustina	84	13	Ikhsan Adhitya	76
14	Irman Mustaqim	72	14	Ilham Banila Suhardi	80
15	Juanda Fadlyka	56	15	Karina Budi Saputri	74
16	Moh Luky Widjatmiko	76	16	Khaerul Anam	76
17	Moh Nabil Syafiq	60	17	Lela Zahro Baitul	60
18	Moh Riski Nur Fadil	80	18	Latifatun Nissa	98
19	Nabila Dwi Agustina	84	19	M daffa Mirwanda	74
20	Nadya Amalia	78	20	Moh Iffan Maulana	86
21	Reza Putra Ardiansyah	52	21	Moh Adi Prasetyo	68
22	Rifki Fian Sangaji	68	22	Moh Dimas Saputra	74
23	Rindi Fujiani Isti	70	23	Moh Riyan Subhatci	82
24	Risky Apriani	78	24	Muh Sidiq Maulana	78
25	Ruby Hanafi	78	25	Muh Afrizal Giffari	88
26	Syahrul Rifai	54	26	Mukti Hidayat	76
27	Syifa Desti Nurrohman	76	27	Nurhaliza	76
28	Taufik Nurbai	68	28	Rezhar Hakim	84
29	Taufik Hidayat	64	29	Sitti Ainun Fatihah	60
30	Vina Fathikhatun Nawa	88	30	Syairra Putri Azhara	58
31	Fina Lulu Uimasnunah	79	31	Vikri Alfi Hasan	80
32	Wanda Irfan Maulana	80	32	Wahyu Saputro	74

Table 3
The summary of calculating Mean, Median, Modus, Standard Deviation, and Variant for Experimental and Control Group

Sample	Mean	Median	Modus	Standard Deviation	Variant
TPS Group	73,03	76	68	85,17	7253.92
LRD Group	77,37	78	80	85.39	7291.45

B. Data Analysis

Data analysis is the further step of collecting data. T-ratio formula is used to figure out the hypothesis, whether there is a significant difference between students who were taught using TGT technique and students who were taught using TPS technique. Before analyzing the data, there are some steps that should be done, they are computing the united variant and computing t –ratio which purpose to know whether there is a significant difference between the experimental group and the control group, from the data collects below.

Table 4
Summary of the Result of Computation of the Research

No.	Samples	N	Rs	\bar{X}	Me	Mo	SD	S
1	TPS Group	32	52-88	73,03	76	68	85,17	7253.92
2	LRD Group	32	58-98	77,37	78	80	85.39	7291.45

In which:

n = The number of sample

Rs = Range of score

\bar{X} = Mean

Me = Median

Mo = Modus

SD = Standard Deviation

S = Variant

After the writer collected and processed the data, the next steps is computing the united variant. Next, the hyphothesis is tested by using t-ratio formula. The result of the test is used to determine whether there is any significant difference between the two groups of TPS and LRD.

Before computed by using t-ratio, the writer must to find out the united variant first. Based on the computation, the writer found the combination of variants from the experimental and control group are 9,234 (Look at appendix for more detail computing the combination of variant).

After the writer found result of the united variant. The writer employ t – test statistic procedure in order to know the result of significance level of t table. From the complete computation in appendix, it is know that t-ratio 1,880 (*Look at appendix 3 page 77 for more detail about computing t-ratio*) with degree of freedom (df) is $(32+32) - 2 = 62$ and level significant (α) is 5% (0,05) gained with t-table, 1,670. From the data absolutely that t-ratio is higher than t-table (1,880 > 1,670).

C. Discussion on the Result of Data Analysis

From the result of the research finding above, the writer concludes that there is any significant difference between students who were taught using Think Pair Share (TPS) strategy and those who were taught using Listen Read Discuss

(LRD) strategy. It can be seen based on the mean of each group in which the mean of TPS group is 73,03 while the LRD group is 77,37.

The writer also matches the computation to make sure the significance by consulting t-ratio and t-table. After counting t-ratio above, the result of t-ratio is 1,880 . Meanwhile, the level of significance $\alpha = 5\%$ (0,05) with degree of freedom or $df = 62$, so t-table is 1,670.

Based on the analysis of the data, it is said that t-ratio is higher than t-table ($1,880 > 1,670$). As the t-ratio is higher than t-table, it showed that there is any significant difference between TPS and LRD group. Therefore, the writer concludes that Listen Read Discuss (LRD) is more effective than Think Pair Share (TPS) to be used in the teaching of reading for the ninth grade students of Junior High School of SMP N 10 Tegal in academic year 2020/2021

CHAPTER V

CONCLUSION AND SUGGESTION

Reading is one of the most basic skills that a learner must have in order to possess good language skill. Reading which is a receptive skill of language can be a good indicator how well students understand English language. In order to read we need other aspects of language such as grammar and vocabulary, and therefore the better students reading skill are, the better their English language will be. In other words, possessing good reading skill means that students can study English language better. In this chapter, it shows the conclusion and suggestion of the research. After the writer has done the research at SMP N 10 Tegal, the writer has some conclusions and suggestions for doing the research in the future in order the research will be better than before.

A. Conclusion

Based on the results of the data analysis and research findings, the writer concludes that the students of TPS group and LRD group relatively have equal reading achievement level before getting the treatment of using TPS and LRD in teaching reading. It could be seen by the results of mid-term test between the two groups. The two groups that is used in this research is taken using cluster random sampling technique. To collect the data, the writer uses reading test for both of the groups.

The two groups showed different achievement after given two different treatments that are Think-Pair-Share and Listen-Read-Discuss. the reason why the

reading achievement of LRD is better than TPS, perhaps in LRD the first step of instruction is that the students listen to teacher explanation about the text of reading like giving hints or analogy to the students, and therefore students are able to understand the text better. Meanwhile, in TPS students are encouraged to think independently, and the role of teacher only as mediator. This can be challenging as not all students are able to learn independently. The writer noted the similarity between the two groups that is students in both groups are encouraged to discuss their opinion with their classmates and presents their opinion in front of class. This habit is good to build confidence in students.

Based on the finding and discussion in chapter IV, it could be concluded that Listen Read Discuss (LRD) is more effective than Think Pair Share (TPS) to be used in the teaching of reading in SMP N 10 Tegal. It is proved by the result of t-ratio. From the result of data analysis that has been obtained t-ratio is 1,880 with level of significance 5% and the degree of freedom (DF) 62, t-ratio is higher than t-table (1,880 1,670).

It means that the hypothesis is accepted. Since the t-ratio was higher than the t-table, there is a significant difference in the teaching reading between students in TPS group and students in LRD group.

The score of LRD group was higher than the score of TPS group. It means that the LRD group is better than the TPS group. Therefore, the writer takes a conclusion that the use of Listen Read Discuss (LRD) is more effective than

Think Pair Share (TPS) to be used in the teaching of Reading to the ninth grade students of SMP N 10 Tegal in academic years 2018/2019.

B. Suggestion

Based on the result that has been reached, the writer tries to give some suggestions which can be done to support this research. Here are the suggestions:

1. For the readers:

The success of teaching and learning process depends on several factors namely teacher, learner, and technique which are used in teaching learning process. The most important thing in teaching learning process is teaching technique. Concerning from the problem above the teacher should uses an appropriate technique to make the learner comprehend more about the material of vocabulary mastery which the teacher explains and will make students enjoy and easy to learn and understand a words.

2. For the english teachers:

- a. Should motivate students to be more creative, confident, and be themselves.
- b. Use new methods and techniques in learning English according to the times.
- c. Use the media to support the teaching and learning process so that students feel happy and not bored

3. For the Students:

Students must learn and respond more in the learning process, they must be more interested in learning English, and they must improve their ability in English, especially in reading mastery.

Listen Read Discuss (LRD) can be an alternative technique to improve the teaching and learning process. This can provide input to Junior High Schools so they can realize that English learning problems that may be faced in class can be overcome through group learning, which allows teachers to treat their students well. Finally, the authors hope that the results of this study can contribute to the improvement of students' reading achievement in English, especially for junior high school students.

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APPENDIX 1

Equality of Sample

Table 5
Score of Middle Semester as Data of Equality Test Class

IX B		
No.	Name	Score
1	Adelia Putri	60
2	Aditiya Prayoga	65
3	Agus Sultoni	70
4	Ahmad Rifai	75
5	Aji Prasetyo	75
6	Andhika Gusti Pangestu	70
7	Andre Hadinata	80
8	Anggita Novia Hapsari	60
9	As Shifa Qolbi Widiyanti	50
10	Dimas Rafli Ferdiansyah	60
11	Dina Amalia	70
12	Ilham Nur Arifin	70
13	Intan Nur Agustina	70
14	Irman Mustaqim	70
15	Juanda Fadlyka	65
16	Moh Luky Widjatmiko	80
17	Moh Nabil Syafiq	60
18	Moh Riski Nur Fadil	40
19	Nabila Dwi Agustina	75
20	Nadya Amalia	70
21	Reza Putra Ardiansyah	60
22	Rifki Fian Sangaji	85
23	Rindi Fujiani Isti	60
24	Risky Apriani	65
25	Ruby Hanafi	65
26	Syahrul Rifai	80
27	Syifa Desti Nurrohman	80
28	Taufik Nurbai	70
29	Taufik Hidayat	60
30	Vina Fathikhatun Nawa	60
31	Fina Lulu Uimasnunah	98
32	Wanda Irfan Maulana	72
$\Sigma(X_1)$		2190

IX D		
No.	Name	Score
1	Achmad Nur Sufian	60
2	Adi Mas Maknun	70
3	Alfian Triyoga M.H.	60
4	Alisa Fitriani	40
5	Arfian Maulana	60
6	Dewi Anggiyani	70
7	Diana Ratna Sari	80
8	Dimas Dharmawijaya	60
9	Dwi Putri Anggreni	70
10	Fajrotun Nur Isnani	60
11	Falmi Rofiyanto	70
12	Fathia Rizqi Arifiana	70
13	Giat Setiawan	70
14	Ikhwan Arif Fauzan	70
15	Iqoh Nurjanah	65
16	Kharisma Syifa Mulyana	65
17	Lia Agustina	60
18	Lutfiatun Khasanah	50
19	M. Zaeni Arifudin	75
20	Miftakhu Rrizqi	70
21	Moh. Hasan Assyafi	60
22	Moh. Zidan Achirul Alan	50
23	Mohammad Fadhlu R.	60
24	Muh. Husni Faqih	70
25	Muhammad Akmal Rizki	65
26	Muhammad Sabiqul Atiq	80
27	Nicola Valentino	80
28	Nur Isti Kharofah	70
29	Rizal Ramdhani	60
30	Rizky Khoirul Ihwan	60
31	Sabiqotul Faridloh	78
32	Santri Alif Muahamad F.	90
$\Sigma(X_2)$		2118

Mean

70 70 70 72 75 75

80 80 80 80 85 98

IX BIn which: $\sum X_1 = 2190$

$$n_1 = 32$$

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X_1}{n_1} \\ &= \frac{2190}{32} \\ &= 68,43\end{aligned}$$

The middle score of data above is in fifteenth and sixteenth. Therefore, the median is 70.

$$\begin{aligned}\text{Me}_1 &= \frac{70 + 70}{2} \\ &= \frac{140}{2} \\ &= 70\end{aligned}$$

IX DIn which: $\sum X_2 = 2118$

$$n_2 = 32$$

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{n_2} \\ &= \frac{2118}{32} \\ &= 66,18\end{aligned}$$

IX D

40 50 50 60 60 60

60 60 60 60 60 60

60 65 65 65 70 70

70 70 70 70 70 70

70 70 75 78 78 80

80 80 90

Median**IX B**

40 50 60 60 60 60

60 60 60 60 65 65

65 65 70 70 70 70

The middle score of data above is in seventeenth. Therefore, the median is 70.

$$\text{Me}_2 = 70$$

Modus

$$\text{IX B (Mo}_1) = 70$$

$$\text{IX D (Mo}_2) = 70$$

Table 6
Standard Deviation of IX B

No.	Name	x_i	\bar{x}_1	$(x_i - \bar{x}_1)$	$(x_i - \bar{x}_1)^2$
1	Adelia Putri	60	68,43	-8,43	71,06
2	Aditiya Prayoga	65	68,43	-3,43	299,71
3	Agus Sultoni	70	68,43	1,57	2,46
4	Ahmad Rifai	75	68,43	6,57	43,16
5	Aji Prasetyo	75	68,43	6,57	43,16
6	Andhika Gusti Pangestu	70	68,43	1,57	2,46
7	Andre Hadinata	80	68,43	11,57	133,86
8	Anggita Novia Hapsari	60	68,43	-8,43	71,06
9	As Shifa Qolbi Widiyanti	50	68,43	18,43	-339,66
10	Dimas Rafli Ferdiansyah	60	68,43	-8,43	71,06
11	Dina Amalia	70	68,43	1,57	2,46
12	Ilham Nur Arifin	70	68,43	1,57	2,46
13	Intan Nur Agustina	70	68,43	1,57	2,46
14	Irman Mustaqim	70	68,43	1,57	2,46
15	Juanda Fadlyka	65	68,43	-3,43	299,71
16	Moh Luky Widjatkiko	80	68,43	11,57	133,86
17	Moh Nabil Syafiq	60	68,43	-8,43	71,06
18	Moh Riski Nur Fadil	40	68,43	-28,43	808,26
19	Nabila Dwi Agustina	75	68,43	6,57	43,16
20	Nadya Amalia	70	68,43	1,57	2,46
21	Reza Putra Ardiansyah	60	68,43	-8,43	71,06
22	Rifki Fian Sangaji	85	68,43	16,57	274,56
23	Rindi Fujiani Isti	60	68,43	-8,43	71,06
24	Risky Apriani	65	68,43	-3,43	299,71
25	Ruby Hanafi	65	68,43	-3,43	299,71
26	Syahrul Rifai	80	68,43	11,57	133,86
27	Syifa Desti Nurrohman	80	68,43	11,57	133,86
28	Taufik Nurbai	70	68,43	1,57	2,46
29	Taufik Hidayat	60	68,43	-8,43	71,06
30	Vina Fathikhatun Nawa	60	68,43	-8,43	71,06
31	Fina Lulu Uimasnunah	98	68,43	29,57	874,38
32	Wanda Irfan Maulana	72	68,43	3,57	12,75
$\sum (x_i - \bar{x}_1)^2$					4082,21

Table 7**Standard Deviation of IX D**

No.	Name	x_i	\bar{x}_1	$(x_i - \bar{x}_1)$	$(x_i - \bar{x}_1)^2$
1	Achmad Nur Sufian	60	66,18	-6,18	38,19
2	Adi Mas Maknun	70	66,18	3,82	14,60
3	Alfian Triyoga M.H.	60	66,18	-6,18	38,19
4	Alisa Fitriani	40	66,18	-26,18	685,39
5	Arfian Maulana	60	66,18	-6,18	38,19
6	Dewi Anggiyani	70	66,18	3,82	14,60
7	Diana Ratna Sari	80	66,18	13,82	190,99
8	Dimas Dharmawijaya	60	66,18	-6,18	38,19
9	Dwi Putri Anggreni	70	66,18	3,82	14,60
10	Fajrotun Nur Isnan	60	66,18	-6,18	38,19
11	Falmi Rofiyanto	70	66,18	3,82	14,60
12	Fathia Rizqi Arifiana	70	66,18	3,82	14,60
13	Giat Setiawan	70	66,18	3,82	14,60
14	Ikhwan Arif Fauzan	70	66,18	3,82	14,60
15	Iqoh Nurjanah	65	66,18	-1,18	1,39
16	Kharisma Syifa Mulyana	65	66,18	-1,18	1,39
17	Lia Agustina	60	66,18	-6,18	38,19
18	Lutfiatun Khasanah	50	66,18	-16,18	261,80
19	M. Zaeni Arifudin	75	66,18	8,82	77,80
20	Miftakhu Rizqi	70	66,18	3,82	14,60
21	Moh. Hasan Assyafi	60	66,18	-6,18	38,19
22	Moh. Zidan Achirul Alan	50	66,18	-16,18	261,80
23	Mohammad Fadhlu R.	60	66,18	-6,18	38,19
24	Muh. Husni Faqih	70	66,18	3,82	14,60
25	Muhammad Akmal Rizki	65	66,18	-1,18	1,39
26	Muhammad Sabiqul Atiq	80	66,18	13,82	190,99
27	Nicola Valentino	80	66,18	13,82	190,99
28	Nur Isti Kharofah	70	66,18	3,82	14,60
29	Rizal Ramdhani	60	66,18	-6,18	38,19
30	Rizky Khoirul Ihwan	60	66,18	-6,18	38,19
31	Sabiqotul Faridloh	78	66,18	11,82	139,71
32	Santri Alif Muahamad F.	90	66,18	23,82	567,39
$\sum (x_i - \bar{x}_1)^2$					93098,93

Standard Deviation

IX B

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{\sum (x_i - \bar{x}_1)^2}{n_1 - 1}} \\
 &= \sqrt{\frac{4082,21}{32 - 1}} \\
 &= \sqrt{\frac{4082,21}{31}} \\
 &= \sqrt{131,684} \\
 &= 11,475
 \end{aligned}$$

The variant of Experimental Group:

$$\begin{aligned}
 (S_1)^2 &= (SD_1)^2 \\
 &= (11,475)^2 \\
 &= 131,675
 \end{aligned}$$

IX D

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{\sum (x_i - \bar{x}_1)^2}{n_1 - 1}} \\
 &= \sqrt{\frac{3098,93}{32 - 1}} \\
 &= \sqrt{\frac{3098,93}{31}} \\
 &= \sqrt{99,965} \\
 &= 9,998
 \end{aligned}$$

The variant of Experimental Group:

$$\begin{aligned}
 (S_1)^2 &= (SD_1)^2 \\
 &= (9,998)^2 \\
 &= 99,960
 \end{aligned}$$

United Variant

The formulas as follow:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

In which:

S^2 = United Variant
 S_1 = Deviation standard of group 1
 S_2 = Deviation standard of group 2
 n_1 = Number of sample of group 1
 n_2 = Number of sample of group 2

From the data, the writer finds united variant of two groups. It can be seen as follows:

$$\begin{aligned}
 S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\
 &= \frac{(32 - 1)11,475 + (32 - 1)9,998}{32 + 32 - 2} \\
 &= \frac{(31)11,475 + (31)9,998}{62} \\
 &= \frac{355,725 + 309,938}{62} \\
 &= \frac{665,663}{62} \\
 &= 10,736
 \end{aligned}$$

$$\begin{aligned}
 S &= \sqrt{10,736} \\
 &= 3.276
 \end{aligned}$$

T-test

The formula is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

t = t-ratio

\bar{X}_1 = Mean score of group 1

\bar{X}_2 = Mean score of group 2

S = Combined variants

n_1 = The number of group 1

n_2 = The number of group 2

From the data, the writer finds t-ratio of two groups. It can be seen as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{68,43 - 66,18}{3,276 \sqrt{\frac{1}{32} + \frac{1}{32}}}$$

$$t = \frac{2,25}{3,276 \times 0,625}$$

$$t = \frac{2,25}{2,0475}$$

$$t = 1,098$$

APPENDIX 2

Validity and Reliability of the Test

Table 8
Data Analysis Validity IX A

No.	Name	X	Y	X ²	Y ²	XY
1.	Asyif Maulana Fauzi	60	62	3600	3844	3720
2.	Aulia Nurul Risqi	68	70	4624	4900	4760
3.	Bunga Nur Atika	73	71	5329	5041	5183
4.	Cantika Wahyu Ermadani	70	67	4900	4489	4690
5.	Elvani Nuha Zahir	75	73	5625	5329	5475
6	Fauzan Ilham Firmansyah	81	79	6561	6241	6399
7	Firdaus Ainnur Rofiq	77	75	5929	5625	5775
8	Halimatussa'diyyah	60	63	3600	3969	3780
9	Hanu Dwi Sastia	65	67	4225	4489	4355
10	Herlina Ramadhani	85	83	7225	6889	7055
11	Iga Siti Hawanita	63	60	3969	3600	3780
12	Izki Ramadhani	77	75	5929	5625	5775
13	Sabilah Firmansyah	69	70	4761	4900	4830
14	Moh sholeh afif	65	62	4225	3844	4030
15	Muhammad areza	73	70	5329	4900	5110
16	Muh Ilham Musyaffa	69	67	4761	4489	4623
17	Muh Agung Firmansyah	90	88	8100	7744	7920
18.	Naela Ayu Fida Athiya	79	75	6241	5625	5925
19.	Naela Ayu Milatusifa	80	83	6400	6889	6640
20.	Niken Nisvia Andini	67	66	4489	4356	4422
21.	Novi Restu Safitri	66	69	4356	4761	4554
22.	Putri Oktovia Ramadhani	68	70	4624	4900	4760
23.	Putri Opi Yuliana	78	74	6084	5476	5772
24.	Rahmawati	83	80	6889	6400	6640
25.	Rifda Kaisa Rahman	67	70	4489	4900	4690
26.	Riska Amelia	71	75	5041	5625	5325
27.	Sifa Umi Najwa	83	86	6889	7396	7138
28.	Thomas Nur Saputra	88	90	7744	8100	7920
29.	Vivi Atika	76	77	5776	5929	5852
30.	Wulan Indah Cahyani	78	79	6084	6241	6162
Σ		2204	2196	163798	162516	163060

Computing External Validity

$$R_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{(N\sum x^2) - (\sum x)^2\}\{(N\sum y^2) - (\sum y)^2\}}}$$

In which:

R_{xy} = Coefficient correlation of variable X and variable Y

N = The total of subject experiment

X = The score of the try out

Y = The score of middle semester test

$$\begin{aligned} N &= 30 \\ \sum X &= 2204 \\ \sum Y &= 2196 \\ \sum X^2 &= 163798 \\ \sum Y^2 &= 162516 \\ \sum XY &= 163060 \end{aligned}$$

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{(N\sum x^2) - (\sum x)^2\}\{(N\sum y^2) - (\sum y)^2\}}}$$

$$R_{xy} = \frac{30(163060) - (2204)(2196)}{\sqrt{30(163798) - (2204)^2 - 30(162516) - (2196)^2}}$$

$$R_{xy} = \frac{(4891800) - (4839984)}{\sqrt{(4913940 - 4857616)(4875480 - 4822416)}}$$

$$R_{xy} = \frac{(51816)}{\sqrt{(56324)(53064)}}$$

$$R_{xy} = \frac{(51816)}{\sqrt{(2988776736)}}$$

$$R_{xy} = \frac{(51816)}{54669}$$

$$R_{xy} = 0,9478$$

Table 9
Data Analysis Realibility IX A

No.	Name	Total Score	X	Y	X ²	Y ²	XY
1	Asyif Maulana Fauzi	24	10	14	100	196	140
2	Aulia Nurul Risqi	28	15	13	225	169	195
3	Bunga Nur Atika	28	8	20	64	400	160
4	Cantika Wahyu Ermadani	30	17	13	289	169	221
5	Elvani Nuha Zahir	32	14	18	196	324	252
6	Fauzan Ilham Firmansyah	24	15	9	225	81	135
7	Firdaus Ainnur Rofiq	28	12	16	144	256	192
8	Halimatussa'diyyah	28	11	17	121	289	187
9	Hanu Dwi Sastia	28	18	10	324	100	180
10	Herlina Ramadhani	32	15	17	225	289	255
11	Iga Siti Hawanita	20	7	13	49	169	91
12	Izki Ramadhani	24	15	9	225	81	135
13	Sabilah Firmansyah	24	13	11	169	121	143
14	Moh sholeh afif	24	11	13	121	169	143
15	Muhammad areza	28	13	15	169	225	195
16	Muh Ilham Musyaffa	32	16	16	256	256	256
17	Muh Agung Firmansyah	20	15	5	225	25	75
18	Naela Ayu Fida Athiya	32	15	17	225	289	255
19	Naela Ayu Milatusifa	32	20	12	400	144	240
20	Niken Nisvia Andini	28	20	8	400	64	160
21	Novi Restu Safitri	28	15	13	225	169	195
22	Putri Oktovia Ramadhani	28	17	11	289	121	187
23	Putri Opi Yuliana	28	18	10	324	100	180
24	Rahmawati	30	14	16	196	256	224
25	Rifda Kaisa Rahman	24	12	12	144	144	144
26	Riska Amelia	24	9	13	81	169	117
27	Sifa Umi Najwa	28	15	13	225	169	195
28	Thomas Nur Saputra	28	8	20	64	400	160
29	Vivi Atika	32	16	16	256	256	256
30	Wulan Indah Cahyani	30	12	18	144	324	216
	Σ	826	416	408	6100	5924	5484

Computing Reliability of the Test

$$r_{11} = \frac{2 \times r_{\frac{1}{2}\frac{1}{2}}}{\left(1 + r_{\frac{1}{2}\frac{1}{2}}\right)}$$

In which:

r_{11} = reliability of the instrument

$r_{\frac{1}{2}\frac{1}{2}} = r_{xy}$ = Index correlation between two sphere of instrument

$$\begin{aligned} N &= 30 \\ \sum X &= 416 \\ \sum Y &= 408 \\ \sum X^2 &= 6100 \\ \sum Y^2 &= 5924 \\ \sum XY &= 5484 \end{aligned}$$

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$R_{xy} = \frac{30(5484) - (416)(408)}{\sqrt{30(6100) - (416)^2 - 30(5924) - (408)^2}}$$

$$R_{xy} = \frac{(175488) - (169728)}{\sqrt{(195200 - 173056)(189568 - 166464)}}$$

$$R_{xy} = \frac{(5760)}{\sqrt{(22144)(23104)}}$$

$$R_{xy} = \frac{(5765)}{\sqrt{(511614976)}}$$

$$R_{xy} = \frac{(5760)}{22618,907}$$

$$R_{xy} = 0,254$$

$$r_{11} = \frac{2 \times r \frac{1}{2} \frac{1}{2}}{\left(1 + r \frac{1}{2} \frac{1}{2}\right)}$$

$$r_{11} = \frac{2 (0,254)}{(1 + 0,254)}$$

$$r_{11} = \frac{0,508}{1,254}$$

$$r_{11} = 0,405$$

APPENDIX 3

Data Analysis of TPS Group and LRD Group

**Computing Mean, Median, Modus, Standard Deviation, United Variant, and
T-test**

IX B

No.	Name	Score
1	Adelia Putri	84
2	Aditiya Prayoga	72
3	Agus Sultoni	68
4	Ahmad Rifai	76
5	Aji Prasetio	78
6	Andhika Gusti Pangestu	66
7	Andre Hadinata	68
8	Anggita Novia Hapsari	88
9	As Shifa Qolbi Widiyanti	78
10	Dimas Rafli Ferdiansyah	66
11	Dina Amalia	80
12	Ilham Nur Arifin	68
13	Intan Nur Agustina	84
14	Irman Mustaqim	72
15	Juanda Fadlyka	56
16	Moh Luky Widjatmiko	76
17	Moh Nabil Syafiq	60
18	Moh Riski Nur Fadil	80
19	Nabila Dwi Agustina	84
20	Nadya Amalia	78
21	Reza Putra Ardiansyah	52
22	Rifki Fian Sangaji	68
23	Rindi Fujiani Isti	70
24	Risky Apriani	78
25	Ruby Hanafi	78
26	Syahrul Rifai	54
27	Syifa Desti Nurrohmah	76
28	Taufik Nurbai	68
29	Taufik Hidayat	64
30	Vina Fathikhatun Nawa	88
31	Fina Lulu Uimasnunah	79
32	Wanda Irfan Maulana	80
$\Sigma(X_1)$		2337

IX D

No.	Name	Score
1	Achmad Nur Sufian	88
2	Adi Mas Maknun	90
3	Alfian Triyoga M.H.	78
4	Alisa Fitriani	86
5	Arfian Maulana	80
6	Dewi Anggiyani	86
7	Diana Ratna Sari	66
8	Dimas Dharmawijaya	78
9	Dwi Putri Anggreni	80
10	Fajrotun Nur Isnani	60
11	Falmi Rofiyanto	90
12	Fathia Rizqi Arifiana	72
13	Giat Setiawan	76
14	Ikhwan Arif Fauzan	80
15	Iqoh Nurjanah	74
16	Kharisma Syifa Mulyana	76
17	Lia Agustina	60
18	Lutfiatun Khasanah	98
19	M. Zaeni Arifudin	74
20	Miftakhu Rrizqi	86
21	Moh. Hasan Assyafi	68
22	Moh. Zidan Achirul Alan	74
23	Mohammad Fadhlu R.	82
24	Muh. Husni Faqih	78
25	Muhammad Akmal Rizki	88
26	Muhammad Sabiqul Atiq	76
27	Nicola Valentino	76
28	Nur Isti Kharofah	84
29	Rizal Ramdhani	60
30	Rizky Khoirul Ihwan	58
31	Sabiqotul Faridloh	80
32	Santri Alif Muahamad F.	74
$\Sigma (X_2)$		2476

Mean**TPS Group**

In which: $\sum X_1 = 2337$

$$n_1 = 32$$

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X_1}{n_1} \\ &= \frac{2337}{32} \\ &= 73,03\end{aligned}$$

LRD Group

In which: $\sum X_2 = 2476$

$$n_2 = 32$$

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{n_2} \\ &= \frac{2476}{32} \\ &= 77,37\end{aligned}$$

Median**TPS Group**

52	54	56	60	64	66
66	68	68	68	68	68
70	72	76	76	76	78
78	78	78	79	80	80
80	84	84	84	88	88

The middle score of data above is in fifteenth and sixteenth. Therefore, the median is 76.

$$\begin{aligned}\text{Me}_1 &= \frac{76+76}{2} \\ &= \frac{152}{2} \\ &= 76\end{aligned}$$

LRD Group

58	60	60	60	66	68
72	74	74	74	76	76
76	76	78	78	78	80
80	80	80	82	84	86
86	86	88	90	90	98

The middle score of data above is in fifteenth and sixteenth. Therefore, the median is 78.

$$\begin{aligned}\text{Me}_2 &= \frac{78+78}{2} \\ &= \frac{156}{2} \\ &= 78\end{aligned}$$

Modus**TPS Group**

$$(\text{Mo}_1) = 68$$

LRD Group

$$(\text{Mo}_2) = 80$$

Table 10
Standard Deviation of TPS Group

No.	Name	x_i	\bar{x}_1	$(x_i - \bar{x}_1)$	$(x_i - \bar{x}_1)^2$
1	Adelia Putri	84	73,03	10,97	120,340
2	Aditiya Prayoga	72	73,03	-1,03	1,060
3	Agus Sultoni	68	73,03	-5,03	25,300
4	Ahmad Rifai	76	73,03	2,97	8,820
5	Aji Prasetyo	78	73,03	4,97	24.700
6	Andhika Gusti Pangestu	66	73,03	-7,03	49.420
7	Andre Hadinata	68	73,03	-5,03	25,300
8	Anggita Novia Hapsari	88	73,03	14,97	224,100
9	As Shifa Qolbi Widiyanti	78	73,03	4,97	24.700
10	Dimas Rafli Ferdiansyah	66	73,03	-7,03	49.420
11	Dina Amalia	80	73,03	6,97	68,580
12	Ilham Nur Arifin	68	73,03	-5,03	25,300
13	Intan Nur Agustina	84	73,03	10,97	120,340
14	Irman Mustaqim	72	73,03	-1,03	1,060
15	Juanda Fadlyka	56	73,03	-17,03	290,020
16	Moh Luky Widjatmiko	76	73,03	2,97	8,820
17	Moh Nabil Syafiq	60	73,03	-13,03	169,780
18	Moh Riski Nur Fadil	80	73,03	6,97	68,580
19	Nabila Dwi Agustina	84	73,03	10,97	120,340
20	Nadya Amalia	78	73,03	4,97	24.700
21	Reza Putra Ardiansyah	52	73,03	-21,03	442,260
22	Rifki Fian Sangaji	68	73,03	-5,03	25,300
23	Rindi Fujiani Isti	70	73,03	-3,03	9,180
24	Risky Apriani	78	73,03	4,97	24.700
25	Ruby Hanafi	78	73,03	4,97	24.700
26	Syahrul Rifai	54	73,03	-19,03	362,140
27	Syifa Desti Nurrohmah	76	73,03	2,97	8,820
28	Taufik Nurbai	68	73,03	-5,03	25,300
29	Taufik Hidayat	64	73,03	-9,03	81,540
30	Vina Fathikhatun Nawa	88	73,03	14,97	224,100
31	Fina Lulu Uimasnunah	79	73,03	5,97	35,640
32	Wanda Irfan Maulana	80	73,03	6,97	68,580
$\sum (x_i - \bar{x}_1)^2$					224900, 6

Table 11
Standard Deviation of LRD Group

No.	Name	x_i	\bar{x}_1	$(x_i - \bar{x}_1)$	$(x_i - \bar{x}_1)^2$
1	Achmad Nur Sufian	88	77,37	-10,63	112,99
2	Adi Mas Maknun	90	77,37	-12,63	159,51
3	Alfian Triyoga M.H.	78	77,37	-0,63	0,396
4	Alisa Fitriani	86	77,37	-8,63	74,476
5	Arfian Maulana	80	77,37	-2,63	6,916
6	Dewi Anggiyani	86	77,37	-8,63	74,476
7	Diana Ratna Sari	66	77,37	11,37	129,27
8	Dimas Dharmawijaya	78	77,37	-0,63	0,396
9	Dwi Putri Anggreni	80	77,37	-2,63	6,916
10	Fajrotun Nur Isnan	60	77,37	17,37	301,71
11	Falmi Rofiyanto	90	77,37	-12,63	159,51
12	Fathia Rizqi Arifiana	72	77,37	5,37	28,836
13	Giat Setiawan	76	77,37	1,37	1,876
14	Ikhwan Arif Fauzan	80	77,37	-2,63	6,916
15	Iqoh Nurjanah	74	77,37	3,37	11,356
16	Kharisma Syifa Mulyana	76	77,37	1,37	1,876
17	Lia Agustina	60	77,37	17,37	301,71
18	Lutfiatun Khasanah	98	77,37	-20,63	425,59
19	M. Zaeni Arifudin	74	77,37	3,37	11,356
20	Miftakhu Rizqi	86	77,37	-8,63	74,476
21	Moh. Hasan Assyafi	68	77,37	9,37	87,79
22	Moh. Zidan Achirul Alan	74	77,37	3,37	11,356
23	Mohammad Fadhlu R.	82	77,37	-4,63	21,436
24	Muh. Husni Faqih	78	77,37	-0,63	0,396
25	Muhammad Akmal Rizki	88	77,37	-10,63	112,99
26	Muhammad Sabiqul Atiq	76	77,37	1,37	1,876
27	Nicola Valentino	76	77,37	1,37	1,876
28	Nur Isti Kharofah	84	77,37	-6,63	43,95
29	Rizal Ramdhani	60	77,37	17,37	301,71
30	Rizky Khoirul Ihwan	58	77,37	19,37	375,19
31	Sabiqotul Faridloh	80	77,37	-2,63	6,916
32	Santri Alif Muahamad F.	74	77,37	3,37	11,356
$\sum (x_i - \bar{x}_1)^2$					226071,972

Standard Deviation

TPS Group

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{\sum (x_i - \bar{x}_1)^2}{n_1 - 1}} \\
 &= \sqrt{\frac{224900,6}{32 - 1}} \\
 &= \sqrt{\frac{224900,6}{31}} \\
 &= \sqrt{72548.40} \\
 &= 85,17
 \end{aligned}$$

The variant of TPS Group:

$$\begin{aligned}
 (S_1)^2 &= (SD_1)^2 \\
 &= (85,17)^2 \\
 &= 7253.92
 \end{aligned}$$

LRD Group

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{\sum (x_i - \bar{x}_2)^2}{n_2 - 1}} \\
 &= \sqrt{\frac{226071,972}{32 - 1}} \\
 &= \sqrt{\frac{226071,972}{31}} \\
 &= \sqrt{7292,64} \\
 &= 85.39
 \end{aligned}$$

The variant of LRD Group:

$$\begin{aligned}
 (S_2)^2 &= (SD_2)^2 \\
 &= (85.39)^2 \\
 &= 7291.45
 \end{aligned}$$

United Variant

The formulas as follow:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

In which:

S^2 = United Variant

S_1 = Deviation standard of group 1

S_2 = Deviation standard of group 2

n_1 = Number of sample of group 1

n_2 = Number of sample of group 2

From the data, the writer finds united variant of two groups. It can be seen as follows:

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\ &= \frac{(32 - 1)85,17 + (32 - 1)85,39}{32 + 32 - 2} \\ &= \frac{2640,27 + 2647,09}{62} \\ &= \frac{5207,36}{62} \end{aligned}$$

$$= 85,28$$

$$S = \sqrt{85,28}$$

$$= 9,234$$

T-test

The formula is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

t = t-test

\bar{X}_1 = Mean score of group 1

\bar{X}_2 = Mean score of group 2

S = Combined variants

n_1 = The number of group 1

n_2 = The number of group 2

From the data, the writer finds t-ratio of two groups. It can be seen as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{77,37 - 73,02}{9,234 \sqrt{\frac{1}{32} + \frac{1}{32}}}$$

$$t = \frac{4,34}{9,234 \times 0,25}$$

$$t = \frac{4,34}{2,308}$$

$$t = 1,880$$

APPENDIX 4

T-Table and R-Table

T-Table

d.f.	TINGKAT SIGNIFIKANSI						
dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558

40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423
77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413
83	1,292	1,663	1,989	2,372	2,636	3,191	3,412

84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405
89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
91	1,291	1,662	1,986	2,368	2,631	3,182	3,401
92	1,291	1,662	1,986	2,368	2,630	3,181	3,399
93	1,291	1,661	1,986	2,367	2,630	3,180	3,398
94	1,291	1,661	1,986	2,367	2,629	3,179	3,397
95	1,291	1,661	1,985	2,366	2,629	3,178	3,396
96	1,290	1,661	1,985	2,366	2,628	3,177	3,395
97	1,290	1,661	1,985	2,365	2,627	3,176	3,394
98	1,290	1,661	1,984	2,365	2,627	3,175	3,393
99	1,290	1,660	1,984	2,365	2,626	3,175	3,392
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390

R-Table

N	<u>Significant Level</u>		N	<u>Significant Level</u>		N	<u>Significant Level</u>	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	26	0,388	0,496	50	0,279	0,361
4	0,950	0,990	27	0,381	0,487	55	0,266	0,345
5	0,878	0,959	28	0,374	0,478	60	0,254	0,330
6	0,811	0,917	29	0,367	0,470	65	0,244	0,317
7	0,754	0,874	30	0,361	0,463	70	0,235	0,306
8	0,707	0,834	31	0,355	0,456	75	0,227	0,296
9	0,666	0,798	32	0,349	0,449	80	0,220	0,286
10	0,632	0,765	33	0,344	0,442	85	0,213	0,278
11	0,602	0,735	34	0,339	0,436	90	0,207	0,270
12	0,576	0,708	35	0,334	0,430	95	0,202	0,263
13	0,553	0,684	36	0,329	0,424	100	0,195	0,256
14	0,532	0,661	37	0,325	0,418	125	0,176	0,230
15	0,514	0,641	38	0,320	0,413	150	0,159	0,210
16	0,497	0,625	39	0,316	0,408	175	0,148	0,194
17	0,482	0,606	40	0,312	0,403	200	0,138	0,184
18	0,468	0,590	41	0,308	0,398	300	0,113	0,145
19	0,456	0,575	42	0,304	0,393	400	0,095	0,128
20	0,444	0,561	43	0,301	0,389	500	0,088	0,115
21	0,433	0,543	44	0,297	0,384	600	0,080	0,105
22	0,423	0,537	45	0,294	0,380	700	0,074	0,097
23	0,413	0,526	46	0,291	0,376	800	0,070	0,091
24	0,404	0,516	47	0,288	0,372	900	0,065	0,086
25	0,396	0,505	48	0,284	0,368	1000	0,062	0,081
			49	0,281	0,364			

APPENDIX 5

Instrument and Answer Sheet

The following text is for questions number 1 to 5.

HOW TO MAKE PINEAPPLE STEW

Ingredients:

- 1 pineapple cut into dices
- 3 glasses of water
- 1 glass of granulated sugar

Directions:

- Boil water until boiled.
- Then add sugar, cinnamon, and clovers.
- Bring it to boil and add the pineapples.
- Wait until you can smell the pineapple.
- Remove from heat and serve cold.

1. The recipe tells you how to make
 - a. ingredients
 - b. dice
 - c. granulated sugar
 - d. pineapple stew
2. What ingredients are needed to make pineapple stew?
 - a. Dice, glass, sugar
 - b. Pineapples, water, sugar
 - c. Glass, water, sugar
 - d. Pineapples, dice, water
3. How much sugar do we need?
 - a. 1 glass
 - b. 3 glasses
 - c. 1 cup
 - d. 3 spoons

4. When do we have to stop boiling the pineapple?
 - a. When the water is boiled
 - b. After sugar, cinamon, and clovers are added
 - c. When we smell the pineapple
 - d. After we remove the stew from heat

5. How should you serve the pineapple stew?
 - a. It is served cold
 - b. It is served hot
 - c. It is served raw
 - d. It is served uncooked

Source: <http://fauzan8einstein.blogspot>

The following text is for questions number 6 and 7

Meat Floss Porridge

Ingredients :

- 250 cc hot water
- 50 gram instant porridge
- 1 Spon chili sauce
- Crackers
- 10 gram meat floss

Suggested Preparation :

- 1) Put instant porridge into a bowl
- 2) Pour 250 cc hot water, stir well leave it for about 30minutes until porridge thickened.
- 3) Add soya sauce and chili sauce (as much as you like)
- 4) Then, spread crackers and meat floss the porridge is ready to be served

6. What should we do after stirring the porridge?
- a. A put the instant porridge into a bowl
 - b. Add soya sauce and chili sauce
 - c. Add crackers and meat floss
 - d. Wait for about 3 minutes

7. "...until the porridge thickened".

What is the meaning of the underline word?

- a. To become solid
- b. To get weak
- c. To raise the volume
- d. To become powder

Source: <https://itapuih.com>

The following text is for questions 8 to 12

Let me tell you how to cook fried instant noodles. First, boil three glasses of water in a pan. while waiting for the water to boil, prepare the seasoning in a bowl. Then put the noodles into the boiled water for about three minutes. Remove the noodles from the pan and drain. After that, mix the noodles with the seasoning. Your fried noodles are ready to serve.

8. What is the text about?
- a. How to cook boiled instant noodles
 - b. How to cook fried instant noodles
 - c. How to store instant noodles
 - d. How to make instant noodles
9. What should you do when the water is boiling?
- a. Add the noodles
 - b. Prepare the seasoning
 - c. Serve the noodles

- d. Remove the noodles

10. From the text we can conclude that...

- a. we pour the seasoning into the boiling water
- b. we should mix the seasoning with water
- c. the noodles are fried and seasoned
- d. fried instant noodles are easy to cook

11. “Let me tell you how to cook fried instant noodles.” (sentence 1)

What is the similar meaning of “instant”?

- a. Enough
- b. Afterward
- c. Shortly
- d. Completely

12. What is the social function of this text?

- a. To inform the readers about fried instant noodles
- b. To retell about instant noodles
- c. To describe about instant noodles
- d. To describe about how to make fried instant noodles

Source: book “pegangan guru bahasa inggris smp/mts kelas IX”

The following text is for questions 13 to 15

How to Make Flannel Rose Ring

Ingredients :

- Red flannel around 10x10cm
- Scissors
- Glue

The ways :

- 1) Cut round the flannel about 5x3cm and make spiral in it
- 2) Glue each side of spiral flannel

- 3) Twist it from central until the end (look like a rose)
- 4) Cut the flannel in a rectangle and glue it
- 5) Flannel rose ring is ready to wear

13. Which statement is NOT TRUE about the instruction?

- a. We must glue the rose in rectangle to get the ring
- b. The biggest the finger means the more flannel that needed
- c. All people have the same size of rectangle to make the ring
- d. We make a rectangle after we make a rose form

14. What is the generic structure of the second paragraph?

- a. Goal
- b. Materials
- c. Ingredients
- d. Steps

15. “Twist it from central until the end” (second paragraph)

The underline word has similiar meaning with..

- a. Pull
- b. Fling
- c. Ream
- d. Coil

Source: <https://berbagi-tugassekolah-kita.blogspot.com>

The following text is for questions 16 to 18

- 1) Remove the back cover, using a small screwdriver to loosen the screw
- 2) Remove batteries and replace with two new AAA batteries. use the + and – signs to position correctly. dispose of used batteries properly.
- 3) Replace the cover and tighten the screw with the screwdriver
- 4) Reset the time using the side buttons

The GMX 200 is guaranteed to keep time accurately for one full year from date of purchase. Should it malfunction in any way during this time period, your money will be refunded in full.

16. What are these the instructions for?

- a. Changing the batteries
- b. Replacing cover
- c. Repairing batteries
- d. Setting the date

17. It can be referred from the text that...

- a. The GMX 200 is a disposal garbage
- b. Used batteries can be replaced in the product
- c. The users will get full refund if there is malfunction during the guarantee period
- d. There are two kinds of batteries to replace the old batteries

18. “Dispose of used batteries properly”

The underline word has similiar meaning with...

- a. Discard
- b. Extricate
- c. Retrieve
- d. Liberate

Source: <http://www.ahzaa.net>

The following text is for questions 19 to 21

One of the most important and complex parts of the human skeleton is the skull. The skull is very important as it provides armored protection to one of the most vital human organs: the brain. However, only the upper dome-shaped part creates a background structure which gives

each human their facial features. Human features are not biologically important, but they do play an important role within our social environment; similar features-such as two eyes, one nose, and one mouth placed in roughly the same area on a face, help humans to identify each other as the same species.

There are more than 20 different bones that make up the human skull. the 'brain box' contains eight separate bones and the are 13 forming the front of the skull. There are two separate part to the lower jaw. The lower jaw works just like the hinges on a door, allowing it to move up and down as we open our mouth. The lower jaw is the only skull bone that can move.

19. What is the text about?

- a. the face
- b. the brain
- c. the skull
- d. the skeleton

20. Why is the organ crucial part?

- a. It protects the brain
- b. It support the bones
- c. It creates facial feature
- d. It help us identify each other

21. "There are two separate parts of the lower jaw". (Paragraph 2)

What is closest meaning of "separate"?

- a. Closed
- b. Retrained
- c. Detached
- d. Connected

The following text is for questions 22 to 23

Our world is made up of many different materials. Metals come from rocks. Wood comes from trees. Plastics and glass are made in factories. Ceramics are made of mud and clay. Most fabrics are made from parts of plants or animals. We use all these materials to build our homes and to make the things we use every day.

A material that soaks up water well is said to be absorbent. A material that resists water is said to be waterproof. Tissues are made of special absorbent paper.

Materials, such as metal, feel cold when you touch them because they draw the heat from your hand. They are said to be good thermal conductors. Other materials, such as wood, feel warm to the touch. They do not draw heat from your hand and are said to be good thermal insulators.

22. What are ceramics made from?

- a. Plastics and glass
- b. Mud and clay
- c. Wood and rocks
- d. Rocks and plastics

23. Absorbents are materials that...

- a. resist water
- b. produce water
- c. take in water
- d. contain a lot of water

24. "They are said to be good thermal conductors" (last paragraph)

What does 'they' refer to?

- a. Wood

- b. Conductors
- c. Tissues
- d. Metal/materials

Source:book “pegangan guru bahasa inggris smp/mts kelas IX”

The following text is for questions 25 to 26

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving across the snow, ice, open water, and for hunting seals which make up most of its diets. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

25. What does the adult male bear weigh?
- a. 400-480kg
 - b. 400-680kg
 - c. 480-600kg
 - d. 880-1500kg
26. Where did the animal live?
- a. **In the Arctic Ocean**
 - b. In the Indian Ocean
 - c. In the Pacific Ocean.
 - d. In the North Atlantic Ocean

The following text is for questions 27-29

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. The largest kangaroos are the Great grey kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 metres and weighs over 90 kilos. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

27. According to the text, the kangaroo
 - a. can grow as tall as a man
 - b. can run faster than a car
 - c. can walk as soon as it is born
 - d. can jump over a 3 metres high fence
28. are used for sitting up and for jumping.
 - a. Long tails
 - b. Short legs
 - c. Body pouch
 - d. Short front legs
29. We know from the text that kangaroo...
 - a. is smaller in size to human
 - b. is an omnivorous animal
 - c. has habitat in Tasmania
 - d. can be called Wallaby in New Guinea

Source: <https://englishadmin.com>

The following text is for questions 30 to 33

A tsunami is a series of ocean waves that sends surges of water, sometimes reaching heights of over 100 feet (30.5 meters), onto land. These walls of water can cause widespread destruction when they crash ashore.

These awe-inspiring waves are typically caused by large, undersea earthquakes at tectonic plate boundaries. When the ocean floor at a plate boundary rises or falls suddenly, it displaces the water above it and launches the rolling waves that will become a tsunami. Most tsunamis, about 80 percent, happen within the Pacific Ocean's "Ring of Fire," a geologically active area where tectonic shifts make volcanoes and earthquakes common. Tsunamis may also be caused by underwater landslides or volcanic eruptions. They may even be launched, as they frequently were in Earth's ancient past, by the impact of a large meteorite plunging into an ocean.

Tsunamis race across the sea at up to 500 miles (805 kilometers) an hour — about as fast as a jet airplane. At that pace they can cross the entire expanse of the Pacific Ocean in less than a day. And their long wavelengths mean they lose very little energy along the way. A tsunami's trough, the low point beneath the wave's crest, often reaches shore first. When it does, it produces a vacuum effect that sucks coastal water seaward and exposes harbor and sea floors. This retreating of sea water is an important warning sign of a tsunami, because the wave's crest and its enormous volume of water typically hit shore five minutes or so later. Recognizing this phenomenon can save lives. A tsunami is usually composed of a series of waves, called a wave train, so its destructive force may be compounded as successive waves reach shore. People experiencing a tsunami should remember that the danger may not have passed with the first wave and should await official word that it is safe to return to vulnerable locations. Some tsunamis do not appear on shore as

massive breaking waves but instead resemble a quickly surging tide that inundates coastal areas.

30. Why did the author write the report?
- To raise people' awareness about tsunami.
 - To warn people about an upcoming tsunami.
 - To inform people about past tsunamis.
 - To inform people about the different types of tsunami.
31. From the text, we know that Tsunami can be very destructive because ...
- They come after earthquakes
 - They are caused by volcanic eruptions
 - They are tall, fast, forceful and repetitive
 - They have a vacuum effect.
32. "Some tsunami do not appear on shore as massive breaking waves but instead resemble a quickly surging tide that inundates coastal areas." (Paragraph 8)
The underlined word is closest in meaning to ...
- Floods
 - Covers
 - Fills
 - Attacks
33. Tsunamis are usually the result of ...
- the sudden rise or fall of ocean floors
 - pacific Oceans "Ring of Fire"
 - the awe-inspiring waves
 - volcanoes

Source:brainly.com

The following text is for questions 34 to 35

Every single rock on the surface of the Earth-whether it is gravestone, a piece of solidified lava from a volcano or a boulder that has broken from a cliff or mountain-is slowly being broken down. This breaking down of rocks at or near the Earth's surface is called weathering. The word is used because the weather is mainly responsible. Weathering turns solid rock into soft materials that may eventually form soil. Air and water are the cause of most weathering. Sometimes they change the chemical in the rocks, and sometimes they just break apart the rock physically. If water seeps into the cracks in the rocks, for example, it may later freeze if the temperature falls below 0 degrees Celsius. As the water turns to ice, it expands, pushing against the sides of the rock with a pressure believe to be as much as 2,100 kilograms per square centimetre. This forces the cracks open. Repeated freezing and thawing causes the fragments to break away from the original rock, these may slide down a cliff or mountain and form a sloping mass of fragments at the bottom, called scree.

34. The first paragraph is about....
 - a. the materials of weathering
 - b. the process of weathering
 - c. the impact of weathering
 - d. the definition of weathering

35. We know from the text that....
 - a. very solid rock is impossible to break down
 - b. solid rock can turns into soil because of air and water
 - c. soft materials harders to eventually become rock
 - d. air and water are the main elements of the weather

Source: <https://englishahkam.blogspot.com>

KEY ANSWER

1. D	8. B	15. D	22. C	29. C
2. B	9. A	16. A	23. B	30. C
3. A	10. D	17. C	24. D	31. A
4. C	11. B	18. A	25. B	32. B
5. A	12. D	19. B	26. A	33. B
6. D	13. C	20. A	27. A	34. D
7. A	14. D	21. B	28. B	35. D

THE ANSWER SHEET

TRY OUT TEST

Name :
Class/Number :
Subject :
Time Allocation : 60 minutes
School : SMPN 10 Tegal

SC
OR
E

Choose the correct answer by crossing (x) A, B, C, or D!

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D

25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D

